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ABSTRACT

Designed for individualized instruction, this unit contains objectives, materials needed, and assignments for teaching about the future on the secondary level. The unit is designed to take different formats and directions and is applicable to any subject area. Objectives and assignments are both listed in brief numerical order. Some of the 17 objectives are that students will discuss techniques for forecasting the future, generate a scenario for the future, discuss diversified types of information systems, and show concern for the study of the future. Included in the 21 assignments are generating definitions of the future, discussing how the year 2000 will differ from the present, simulating "School of the Future," reading future-oriented books and periodicals, viewing films and videotapes, and joining the World Future Society. Student worksheets, a checklist for monitoring student progress, suggestions for followup activities, and a self-appraisal report are provided. (KC)

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NON-FORMAL BASIC DESIGN: IMAGINING POSSIBLE FUTURES

BY

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SP 014 991

NON-FORMAL BASIC DESIGN

Non-formal basic design is an approach to individualizing instruction that is teacher made. It can take many different formats and directions. It stipulates work to be done and how it will be evaluated. Learners know from the outset that they must work at certain specified topics; that they must complete the work within time limits; that work must reach a certain level of quality before it is accepted. Learners can pace themselves in meeting completion deadlines.

"Non-formal" means that the design does not have a precise, conventional format. "Basic" means that the topic is part of the basic curriculum of the school. That is, the topic can come from any subject area.

If you do not think learning centers are appropriate for your topic; if you do not believe in open experience; if you think modules are too stuffy; if you think that a diagnostic-prescriptive design is too cut and dried, you may want to develop a design referred to as non-formal basic. Such is the following model entitled "Imagining Possible Futures."

Source:

Charles, C.M. Individualizing Instruction, Second Edition. St. Louis: The C.V. Mosby Company, 1980, 284 pp.

TOPIC AREA: IMAGINING POSSIBLE FUTURES

INTRODUCTION:

> "No one will live in the world into which he was born, and no one will die in the world in which he worked in his maturity."
>
> - Margaret Mead

Why study the future? Many people think that the future is a kind of faroff, never-never land that has nothing to do with practical matters like earning a living or making a success of one's life. Nothing could be further from the truth since all of us are going to spend the rest of our lives in the future. Glenn T. Seaborg said, "If we are to arrive at the year 2000 and view about us a world worth living in and worth turning over to future generations, we must conceive most of that world today and build it with every succeeding tomorrow."

OBJECTIVES (Behavioral)

1. Given a variety of "futures" experiences and definitions, the learner will generate his/her definition for futures in an oral response. (Assignments 1, 2, 6)

2. Given an opportunity to brainstorm about the world of 2000 A.D., the learner will originate an essay on how the world of the year 2000 A.D. will differ from today's world. (Assignments 1, 2, 6, 7)

3. Having read literature on futures, the learner will state in writing at least seven potential uses of the future. (Assignments 3, 4, 6, 8)

4. Given the world of 2000 A.D., the learner will discuss the primitive aspects of our present educational system with two other learners in a small group setting. (Assignments 4, 5, 6)

5. Following a guest speaker's lecture presentation on provisions needed in education for the future, the learner will summarize the important elements of the lecture by writing a two page report.
(Assignments 4, 5, 6, 9)

6. Given a copy of the simulation "School of the Future," the learner will participate with other learners in this role-playing experience.
(Assignments 4, 5, 6, 10)

7. Given a recent copy of The Futurist, a journal of forecasts, trends, and ideas about the future, the learner will read two articles of choice and orally report the insights gained.
(Assignment 7)

8. From a list of diversified types of information sources on the future, the learner will discuss techniques for forecasting the future by writing a paragraph on each technique.
(Assignment 12)

9. Given major references to futures publications, the learner will describe the kind of information each provides with 100% accuracy.
(Assignment 13)

10. From a list of current books on the future, the learner will select one book, read it, and orally present his (her) report to the other learners.
(Assignment 14)

11. Given John Naisbitt's best seller, Megatrends, the learner will summarize at least two of the ten trends transforming our lives by writing a paragraph on each.
(Assignment 15)

12. In response to a request, the learner will generate a scenario for the future, flowchart the components, and visually display them on an overhead transparency for a discussion.
(Assignment 16)

13. Given a list of futures topics, the learner will choose one and explore the topic by writing a five page report complete with footnotes and bibliography.
(Assignment 17)

14. Given an opportunity to preview four brief films and a videotape in futures topics, the learner will state his/her personal reactions on how the films and video tape have or have not changed his/her thinking on the future.
(Assignment 18)

OBJECTIVES (Experience)

1. Following an interview with a futurist, the learner will demonstrate commitment to futures studies by joining the World Future Society, a professional association for the Study of Alternative Futures. (Valuing experience) (Assignment 19)

2. Given information as stated in the media the learner will show concern for the study of the future. (Valuing experience) (Assignment 20)

3. Given your present knowledge of futures studies, discuss your personal reactions to this important discipline. (Assignment 21)

MATERIALS NEEDED TO ACCOMPLISH OBJECTIVES:

1. Print materials (recommended books and journals on futures studies).

2. Overhead transparency and overhead projector.

3. Audiocassette and cassette tape recorder.

4. Filmstrip and filmstrip projector.

5. Video tape player.

ASSIGNMENTS (Teacher made)

1. Listen to the audio lecture entitled "The Study of the Future." Audio lecture developed by author. Not available from commerical publisher.

2. Generate your own definition of the future. Share it with two other members of the group. Pool your resources and decide on a composite definition.

3. Read Yoneji Masuda's The Information Society As Post - Industrial Society. Tokyo, Japan: Institute for the Information Society, 1980.

4. Secure a copy of the filmstrip "Science Fiction: What It's All About" from your teacher. View it. Discuss your impressions with other group members. NY, ACE Company, 1971.

5. Read Phi Delta Kappa's Fastback #155: The Third Wave and Education's Futures by William C. Miller, Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1981, 37p.

6. Read Edward Cornish's The Study of the Future: An Introduction to the Art and Science of Understanding and Shaping Tomorrow's World. Washington, D.C.: The World Future Society, 1977, 320p.

   The book includes:

   - A concise history of futurism, from ancient times to today.
   - A description of the philosophy of futurism.
   - A discussion of the various scenarios developed by scholars for the future of our civilization.
   - A detailed explanation of how organizations carry out futures research.
   - An annotated bibliography of selected books about the future.
   - And much, much more.

7. With other members of your group, brainstorm how the world of the year 2000 A.D. will differ from today's world. Compose an essay about your results. (Your essay should include some of the following points of differences: more unified, more standardized, more affluent, more leisured, less integrated by family and kinship, more mobile, less religious, better educated, and more technology).

8. Through your own independent study and research, state in writing at least seven potential uses of the future.

9. Listen to the guest speaker's lecture on analyzing provisions needed in education for the future. Among the provisions mentioned are: competencies in problem-solving, career education; systematic citizen education; competencies in interpersonal relations; group participation and intergroup relations; interacting with multi-cultural groups; understand and appreciate people and cultures elsewhere in the world; education directed toward self-knowledge; leisure time interests and skills. Summarize the important components of this lecture in a two page report.

10. Secure a copy of the simulation "School of the Future" from the facilitator. Participants will play the following roles in small group session:

    Teachers from the Far City School System
    Low socio-economic parent group
    Middle and upper class white parents
    Young community parents
    Established community leaders
    The School Board

    After you have role played, share your feelings and observations.

11. Skim an entire issue of articles in The Futurist, a journal of forecasts, trends, and ideas about the future. Select and read two articles of choice. Orally report your findings.

12. The following techniques are used by futurists for forecasting the future:

    Trends extrapolation
    Delphi forecasting
    Scenario forecasting
    Relevance tree
    Future wheels
    Simulation forecasting

    Read about each technique from the various resources available to you. Write a succinct paragraph about the nature of each technique.

13. The following future-oriented periodicals are published by the World Future Society, an Association for the Study of Alternative Futures:

    The Futurist - bi-monthly; explores all aspects of the future;

    The World Future Society Bulletin - bi-monthly journal; intended for those with intense interest in the field.

    Future Survey - monthly abstract journal

    The following books are also published:

    Cornish, Edward, ed. The Future: A Guide to Information Sources, Revised 2nd Edition, Washington, D.C.: World Future Society, 1979, 722p.

    Martin, Marie. Films on the Future. Washington, D.C.: World Future Society, 1977, 70p.

    Secure copies of the above references from your library. Peruse them thoroughly. Describe the type of information each contains.

14. The following current books on the future are available at your local bookstore or library. Select one book, read it, and present an oral report about its contents to other members of your group.

Cetron, Marvin and Thomas O'Toole. Encounters with the Future: A Forecast of Life into the 21st Century. New York: McGraw-Hill Book Co., 1982, 308p.

Naisbitt, John. Megatrends: Ten New Directions Transforming Our Lives. New York: Warner Books, Inc., 1982, 290p.

O'Neill, Gerard K. 2081: A Hopeful View of the Human Future. New York: Simon and Schuster, 1981, 284p.

Toffler, Alvin. Previews and Premises. New York: William Morrow and Company, Inc., 1983, 230p.

Weil, Robert ed. The OMNI Future Almanac. New York: Harmony Books, 1982, 319p.

15. John Naisbitt in Megatrends: Ten New Directions Transforming Our Lives (New York: Warner Books, Inc., 1982, 290p.), presents ten trends affecting our lives. Read and summarize any two of the ten trends. A succinct paragraph on each trend is sufficient.

16. You are planning a workshop on the study of the future. Your boss has requested that you write a scenario about some aspect of the future. Choose a topic. Flowchart the essential components. Use an overhead transparency to discuss your results with others.

17. After an in-depth study of one of the following topics, choose and write a five page report on it. Footnote your sources and include a bibliography.

General Background on Social Futures
Communication and Transportation in the Future
Community and Habitat in the Future
Futures in Education
Family Life Futures
Energy and Other Natural Resources in the Future
Food and Agriculture in the Future
Government and Economics in the Future
Health Futures
International Affairs in the Future
Values, Attitudes and Lifestyles in the Future
Work and Leisure Futures

18. Preview the following 16mm films and videotape. State your personal reactions regarding how they have or have not changed your thinking on the future.

"Future Shock" - 42 minutes/color. NY, McGraw Hill Textfilms, 1972.
"Cities of the Future" - 18 minutes/color. NY, McGraw Hill Textfilms, 1967.
"Energy for the Future" - 17 minutes/color. Encyclopaedia Britannica Educational Corp., 1974.

"Computer Revolution" - 23 minutes/color. Bailey Film Assn., 1968.

"Planning Curriculum with a Futures Perspective" 21 minutes/ 3/4" videocassette. Association for Supervision and Curriculum Development, 1983.

19. The World Future Society is an association of people who are interested in how social and technological developments will shape the future. It is chartered as a non-profit scientific and educational organization in Washington, D.C. Review WFS's objectives as outlined in its charter. Inquire about joining this professional organization.

20. Peruse your local newspaper for one week focusing on futures articles or news items. Clip them. Annotate them. Paste them into a scrapbook. Share your findings.

21. After you complete this program, discuss your personal reactions to it with your teacher during conference time.

ASSIGNMENTS (Student Made)

1. Plan an input on your own focusing on futures studies.
2. Plan a practice of your own focusing on futures studies.

EXHIBIT A FOR RECORDING STUDENT PROPOSAL

NAME _____ STARTING DATE _____

ENDING DATE _____

Write Your Own Instructional Objective:

_____

_____

_____

_____

_____

INPUT	ATTEMPTED	COMPLETED
PRACTICE		
ASSESSMENT At the completion of this objective I will be able to:		

Approval _____ Approval _____

Student Signature Teacher Signature

Attach Assessment Papers and submit to teacher when completed.

EXHIBIT B FOR RECORDING PROPOSAL

NAME _____

TOPIC: IMAGINING POSSIBLE FUTURES

My plans for the week beginning _____ are as follows:

ACTIVITY	EXPECTED COMPLETION DATE	ASSESSMENT

I plan to use: (✓)

___ Overhead
___ Filmstrip
___ Videotape
___ Slides
___ 16mm motion picture
___ 8 mm motion picture
___ Record
___ Audio tape
___ Programmed instruction materials
___ Computer assisted instruction program
___ Book
___ Journal
___ Field trip
___ Lecture
___ Discussion
___ Interview
___ Library
___ Flow chart
___ Other (name)

_____

_____

Notes:

Signed:

_____
Student

_____
Teacher

_____
Date

Monitoring Student Assignments:

A file folder for each learner is prepared. Records and examples of work are included.

The following record is used to monitor student progress of objectives. In addition, conference time is built into the class time so that students can discuss progress with their teacher.

CHECKLIST FOR MONITORING STUDENT PROGRESS

NAME OF STUDENT _____

TOPIC: IMAGINING POSSIBLE FUTURES

	DATE COMPLETED	COMMENTS
___ Student listened to audio lecture entitled "The Study of the Future"		
___ Definition of Future - personal - composite		
___ Student read Masuda's text		
___ Student viewed/discussed filmstrip		
___ Student read Fastback #155		
___ Student read Cornish's text		
___ Brainstorm and essay: how world of 2000 A.D. will differ from today's world		
___ Write seven potential uses for the future		
___ Student listened to and summarized components of lecture on analyzing provisions needed in education for the future		
___ Student participated in simulation "School of the Future"		
___ Student read two articles from The Futurist and reported findings orally		
___ Forecasting techniques paragraphs		

	DATE COMPLETED	COMMENTS
___ Student could describe contents of selected future-oriented references		
___ Oral report on one current futures-oriented book		
___ Summarization of two of Naisbitt's Megatrends		
___ Student flowcharted components of scenario of choice and shared results		
___ Five page indepth study on a topic of choice		
___ Personal reactions to films and videotape		
___ Student joined World Future Society		
___ Newspaper scrapbook		
___ Student planned <u>input</u> focusing on futures studies		
___ Student planned <u>practice</u> focusing on futures studies		

Follow-Up Activities:

1. The following questions can guide the oral and written reports:

   - Give a summary of the basic ideas you encountered.
   - State the new ideas you encountered.
   - State the points with which you agree or disagree. Why?
   - State the practical value of this assignment to you in your particular job situation.

2. A crossword puzzle can be developed on futures-oriented topics.

3. Complete the statements in the incomplete sentence blank.

   a. With respect to time in the future _____

   _____.

   b. Our only choice with respect to the study of the future _____

   _____.

   c. Because of the breadth and scope of the futures field _____

   _____.

   d. My own personal image of the future _____

   _____.

   e. Alternative futures _____

   _____.

   f. Future social relationships _____

   _____.

   g. The basic idea of a multiple option society _____

   _____.

   h. The world of the year 2000 A.D. _____

   _____.

   i. Global problems _____

   _____.

   j. True freedom of choice _____

   _____.

   k. The family of the future _____

   _____.

1. Health care in the future _____

_____.

4. The following activities can be used to fulfill the experience objectives:

   a. discussion with peers; teacher
   b. join a futures-oriented professional society
   c. work experience with a futurist
   d. plan a practice on your own

Procedures for Monitoring Learners:

Each class period will have conference time built into it. Students will discuss the results of their progress with the instructor.

In addition to the "Checklist for Monitoring Student Progress," an individual conference record is kept on each student.

CONFERENCE RECORD

Name _____

Date	Comments and Notes

Procedures for Monitoring Student Achievement:

Students complete the objectives. A variety of teacher-made and student-made assignments are noted. When the student completes the work - as judged by the the instructor - his/her work is filed and he/she can proceed to the next learning episode.

Self Appraisal:

1. One on one interaction with instructor during conference time.

2. Response to the following WORK PROGRESS REPORT.

WORK PROGRESS REPORT

Name: _____

	Very Satisfied	Fairly Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied
I knew what I was supposed to do.	_____	_____	_____	_____	_____
I understood the objectives.	_____	_____	_____	_____	_____
The assignments were clearly written.	_____	_____	_____	_____	_____
Conferencing time was well-spent.	_____	_____	_____	_____	_____
How do I feel about the quality of my work?	_____	_____	_____	_____	_____

3. Write a one page commentary on your personal reactions to the study of the future.

4. For those activities which involved discussion with classmates:

The best aspect of this discussion was _____

The thing that had the least impact on me was _____

If I could do it over again, I would _____